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ABSTRACT

This document is intended for teachers working with the core literacy and numeracy modules, constituting the Australian Technical and Further Education program, culminating in a Certification in Adult Foundation Education (CAFE). It contains 10 units of study supporting the literacy and numeracy needs of adult students working toward a CAFE. The introductory chapter discusses the following topics: principles of good practice in adult basic education; the four stages of the CAFE course of modules; the four parts of the CAFE methodology (plan, model, act, reflect); and the 15 intended learning outcomes of the CAFE core modules. The units are designed to help teachers help students develop as learners while also acquiring literacy and numeracy skills and achieving affective outcomes. Each unit of study contains some or all of the following: suggested unit content; possible approaches to conducting class sessions; models of effective practice for teachers to demonstrate; and suggestions for conducting class/group activities and reviewing and evaluating students, activities, and materials. The unit topics are as follows: finding out about holidays; running and maintaining a car; consumer interaction; introduction to the Anti-Discrimination Board; community action; population statistics; budgets; assertiveness; making a claim, and conflict resolution. (MN)

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Putting it Together

A Guide to Planning Units of Work in Adult Basic Education

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Putting it Together

A Guide to Planning Units of Work in Adult Basic Education

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PREFACE

These Units of Work were first developed as part of the TAFE NSW's Certificate in Adult Foundation Education and were designed to support teachers in working with the core numeracy/literacy modules by providing suitable content and contexts for the modules. They contain suggestions for classroom activities, mathematics and literacy topics, a summary of knowledge and skills addressed in each unit and socio-cultural issues implied. Because they are the product of a competency based curriculum, the units address the learning outcomes expected of each unit. They also provide recommendations for authentic materials that are appropriate for achieving the learning outcomes.

In this sense they are designed to be a comprehensive support to teachers in "putting it together". However, although they were designed to support the Certificate in Adult Foundation Education, they do of course have a wider application in a range of language, literacy and numeracy teaching contexts.

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Theme	Unit Type	Context
Preamble	Literacy/Numeracy	Personal & Social
Finding out about Holidays	Literacy/Numeracy	Personal & Social
Running & Maintaining your Car	Literacy/Numeracy	Personal & Social
Consumer Interaction	Literacy/Numeracy	Personal & Social
Introduction to the Anti-Discrimination Board	Literacy/Numeracy	Personal & Social Further Education & Training
Community Action	Literacy	Personal & Social Further Education & Training
Population Statistics	Numeracy	Personal & Social Further Education & Training
Budgets	Numeracy	Personal & Social Further Education & Training
Assertiveness	Literacy	Work
Making a Claim	Literacy	Work
Conflict Resolution	Literacy	Work

PREAMBLE

It is important to realise that these units of work have been taken from a new certificate course written by TAFE Foundation Studies Training Division; "Certificate in Adult Foundation Education" (CAFE). The course consists of core modules and electives.

These units of work were designed to support the literacy and numeracy needs of the core modules within CAFE and offer strategies and suggestions for the development of students' language, literacy and numeracy. Though developed for the CAFE course, the units of work are applicable to a wide range of adult basic education programs.

Good Practice Principles

Good practice in adult basic education acknowledges the adult status of students. The learners need to see themselves as stakeholders in the education process. This requires the teacher to take responsibility for ensuring that dialogue is initiated and maintained and that student needs are being met. The discussion focus will be on the students' and teacher's purpose for selecting a particular unit of work, the way the unit of work ties in with the learning outcomes of the students, the way the material will be used in the class and how the work done in the unit will be assessed.

The units of work are intended to be flexible and may be adapted or extended where necessary, according to the needs of the students.

Teaching strategies for the units should reflect the learning styles of the students and their cultural and gender differences. Activities should, as much as possible, reflect real situations and contexts. They should be presented in supportive and challenging ways that equip students to meet the aims of their course and experience success in what may be the students' first education and training experience as adults.

One of the principles underpinning the course and therefore the core modules and these units of work which support them is that numeracy and literacy are best developed in context. The core modules focus on three main context areas. They are:

- personal and social activity
- further education and training
- work and preparation for work.

The context area or areas to which the units of work belong is indicated on the title page for each unit.

Development of literacy and numeracy skills in context implies that in some contexts

this must happen in an integrated way and that the teaching of numeracy must not be separated from the teaching of literacy. The learning outcomes and activities of some units will therefore integrate literacy and numeracy. However, some will focus on numeracy competence and some on literacy competence, if that is what is required of the particular unit theme and context.

This is indicated on the title page of each unit under the heading Unit Type.

Learning Outcomes

There are ***15 Learning Outcomes*** in the core modules of CAFE which develop different aspects of the learner eg:

- developing as learners
- developing literacy and numeracy
- developing affective outcomes.

Each unit may contain different learning outcomes. A complete list of learning outcomes can be found at the end of this section.

Stages (These refer to the different stages of the CAFE course)

In the CAFE course the modules consist of four stages which are designed to give students a nominal four levels in which to achieve competence.

The Four Stages are:

'F' Stage which indicates a first stage module

'S' Stage which indicates a second stage module

'T' Stage which indicates a third stage module

'D' Stage which indicates the final stage module

In order to complete this certificate course the student needs to have reached the standard required of the fourth stage. Some students may wish to attempt each stage while others may have the competence to begin at stage four. (The students may enter and exit at any stage).

Stages F, S, T and D refer to these four levels of competence, and it is up to the teacher to adapt the level of work according to the competence of the students in the class.

These units of work suggest activities appropriate for students at each stage.

Methodology

The units of work are organised under the following sub-headings:

Content Suggests the content which could be included in the unit of work.

Plan Suggests possible approaches that the teacher might include in the session

Model Teacher demonstrates, presents good models of expected practise.

Act Suggestions for class/group participation.

Reflect Suggestions for reviewing and evaluating activities, materials, etc.

These sub-headings reflect a methodology which is consistently used to underpin the units of work.

A teaching-learning spiral has been developed to represent graphically the methodology recommended for the course. By using the methodology teachers are providing students with the means of successfully achieving the competences described in the learning outcomes.

The teaching-learning methodology draws on the following pedagogical sources:

- the Learning Phases described in the National Framework of Adult Language, Literacy and Numeracy Competence
- Moore and Reid's critical praxis model
- Skovsmose's reflective mathematical education model
- Kemmis & McTaggart's action research spiral
- Cambourne's 'Conditions of Learning'
- Callaghan and Rothery's circular 'Curriculum Genre' diagram.

The CAFE methodology is intended to operate on a number of levels. It provides a model for discussion, critique and action for classroom activities at the level of a unit of work, at module level and at course level.

This methodology assumes that teachers are willing to initiate, and engage in, dialogue with students. At course level this dialogue would make explicit the methods, assumptions, structures, processes and values that contribute to the course organisation and structure. This includes discussion about elective modules that are available at the college, physical and resource constraints, the availability of specialist teacher expertise and course purposes.

At module level the dialogue will include discussion of the module purpose, the learning outcomes, their assessment criteria and conditions, choices of texts and resources, values which may be inherent in the material and the relevance of the module to the interests and specific needs of the group.

At the unit of work level the dialogue focus will be on student and teacher purposes for selecting a particular unit of work, how the unit integrates with the learning outcomes of one or more numeracy and literacy modules, the ways material in the unit will be approached in class, discussion about how work done in the unit will be assessed and which parts of it might be incorporated in the student portfolio.

Students may be unwilling or unable to engage fully in dialogue at the initial stages of their participation in the course. They need to be encouraged to see themselves as important stakeholders in the education process. The roles and responsibilities of other stakeholders also need to be discussed. This methodology requires that teachers take responsibility for ensuring that dialogue is initiated and maintained.

The four parts of the methodology

Details of the parts of the spiral can be seen on p.7. The top layer of the diagram consists of four subsidiary circles, each of which contains a number of components. Entry and exit can occur at any point on the spiral or the subsidiary circles. Each circle has been extracted and enlarged. The arrows moving around each circle are there to show that there is no definite starting-point for the activities named in the circle. The following four sections detail the information in the diagram.

Plan

Planning and goal-setting are important basic precepts in adult basic education. The student has already engaged in some personal planning and goal-setting before entering the course. Goals are set through negotiation in the course. This discussion could also include negotiation of the course aim and goals, the teacher's goals and possibly any group goals. On occasion it will be appropriate for negotiation to be initiated by the teacher.

The planning part of the spiral may be an appropriate opportunity to begin discussion of teaching methods and learning styles, classroom organisation, assessment and evaluation methods, etc. The discussion should be continuous throughout other sections of the methodology.

Model

This methodology requires frequent teacher and student construction of texts and processes for use as models. There should also be comparison of different models and processes. The intention is to ensure that students are immersed in an environment rich in the language of discussion, negotiation and critique, and filled with relevant, stimulating sources of information, text, text types. Wherever possible, use and display student work.

Teachers will provide models for oral and written texts, mathematical information and, where appropriate, for processes: eg, problem solving, reflection and criticism. The models being demonstrated and discussed should be appropriate to the stage of the course. Where possible, have multiple models and compare them. Any values implicit in models should be made explicit.

Students can become engaged in constructing models and then reviewing them. They may contribute to the joint construction of models in pairs, small groups or as a whole class. Students may be unfamiliar with the idea and use of models. The identification of these and other problems is an important step. Reviewing goals and relating them to the work being done can help put models into a context for students.

The review and critique of the models and processes may open several options. The students can move on to the next stage, of action, where they begin to take more responsibility for their own learning. They can return to modelling for consolidation of the work. They can return to the planning and goal-setting stage if no further action is required or if goals need to be revised.

Act

This part of the CAFE methodology is where students combine independent action with the understandings and skills developed in planning and modelling. Depending on which stage of the course they are at, they will need more or less teacher assistance to achieve the purpose(s) or goal(s) which have been previously determined. Action may be individual, undertaken in pairs or in groups.

The production of original work will be aided by reference to models and samples which have been previously developed or produced with assistance from peers or teachers.

One aim is an acceptable approximation to the model. Students and teachers will have discussed and negotiated what is an acceptable approximation. In this negotiation process they will need to refer to the purpose, form and content of the task. Looking ahead to the competences being developed is also necessary.

Action may consist of several processes. There should be an ongoing critique of the task aims and ideas and methods being used. There may be a need to summarise information, to discuss objectives and methodology, to organise conference writing-time, to set up editing and review processes and to provide feedback to the students.

A decision about appropriate action is now required. Available options include:

- proceed with doing the task or producing the text
- abandon the task or the text
- return to the planning stage

- return to the modelling stage
- file or otherwise store the work in its current, partial or complete form
- complete a product
- publish a text, graphic information or mathematical data and processes.

Reflect

Reflection and critique are seen as an integral part of education. The review and critique of the models and processes may open several options. the students can move on to the next stage, of action, where they begin to take more responsibility for their own learning. They can return to modelling for consolidation of the work. They can return to the planning and goal-setting stage if no further action is required or if goals need to be revised.

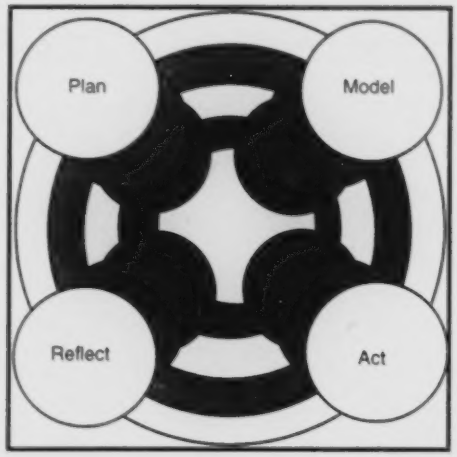
Questions to help structure the reflection and critique might include the following.

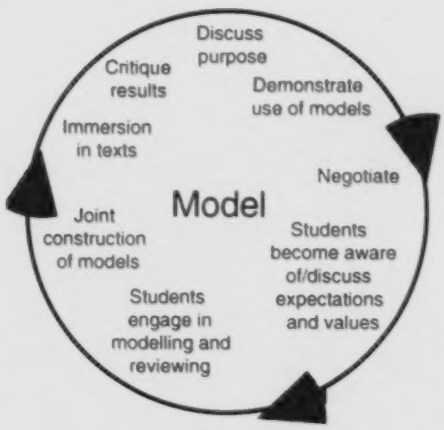
- What has changed? eg, attitudes, skills, knowledge, self-esteem levels, classroom activities, expectations.
- What contribution has this plan, action, process, result made to the individual, the group, the course, the family, the community?
- Have my values, beliefs, or behaviour changed in any way?
- What things in the program, plan, process or results caused conflict in or out of the classroom?
- Was the conflict resolved and, if so, was the resolution satisfactory?
- What was a source of confusion?
- How was confusion dealt with?
- What contradictions or dilemmas arose?
- Were they resolved and if so, how?

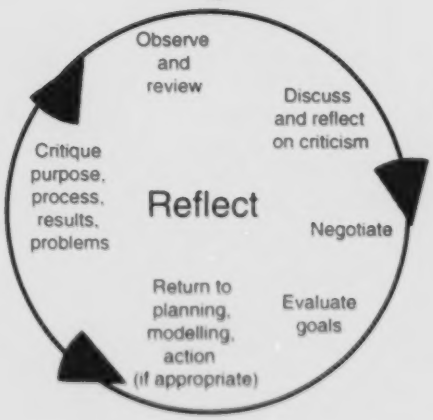
Students may need to be encouraged to reflect. This may lead them to seek, and be willing to accept, criticism from a student, the teacher or the group.

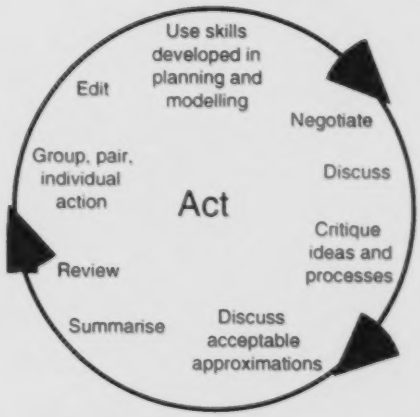
Teachers need to encourage constructive criticism. They should also be prepared to be a part of the process, by modelling a willingness to reflect on and critique their own classroom behaviour and values as well as accepting constructive criticism from students. They need to ensure that there is time for themselves and for the students to reflect on and discuss these issues.

Teaching-learning Spiral









LEARNING OUTCOMES

The following table contains the 15 learning outcomes for the three core modules of the course:

Developing as Learners

setting personal goals

1. Students can set and evaluate goals and strategies for themselves and their group/s.

setting numeracy and literacy goals

2. Students can set and evaluate goals and strategies for developing numeracy and literacy skills.

gathering information and mathematical data

3. Students can develop, use and evaluate strategies for acquiring information and mathematical data.

interacting with others and in groups

4. Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

reflecting on learning

5. Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

Developing Literacy and Numeracy

performing procedures

6. Students can use, develop and evaluate spoken, graphic and written procedural texts.

getting information and mathematical data from texts

7. Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

presenting information and mathematical data in texts

8. Students can present information and mathematical data in written, graphic and spoken texts.

using mathematics creatively

9. Students can creatively use, adapt and evaluate mathematics.

using language creatively

10. Students can creatively use, adapt and evaluate written and spoken language.

using technology

11. Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

solving problems

12. Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

Developing Affective Outcomes

increasing confidence

13. Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

14. Students can demonstrate increased participation in developing and achieving group goals.

making choices

15. Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

Finding out about Holidays

Unit Type

Literacy/Numeracy

Context

Personal and Social Activity

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LEARNING OUTCOMES

Major Focus

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

presenting information and mathematical data in texts

Students can present information and mathematical data in written, graphic and spoken texts.

setting personal goals

Students can set and evaluate goals and strategies for themselves and their group/s.

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

using mathematics creatively

Students can creatively use, adapt and evaluate mathematics.

using language creatively

Students can creatively use, adapt and evaluate written and spoken language.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate the activities for developing and achieving individual and group goals.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

Minor Focus

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

solving problems

Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Participation in classroom discussion.
- Teacher observation.
- Individual oral presentation and explanation of collected travel information.
- Extract specific information from brochure, advertisement, etc.
- Use travel language correctly.
- Identify the purpose of specific language.
- Write a prioritised list of holiday requirements.
- Request, clarify and confirm holiday information in writing.
- Fill in a fax form.
- Find locations on a map.
- Estimate and confirm estimates of costs and/or distances.
- Fill in a personal budget proforma.
- Fill in loan/insurance application forms.
- Find average rates.
- Use correct spelling of travel vocabulary when it matters.
- Describe how to find locations from the map.
- Extract information details accurately.

- Select and organise necessary information for the holiday plan.
- Write an itinerary.
- Write a personal letter of invitation which includes persuasive elements.
- Write a checklist of things to remember.

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.

- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.
- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Reflecting on personal holiday experiences.
- Gathering travel information
  - identifying various sources of information (eg tourist bureau, travel agent, newspaper, TV, magazines, videos, library)
  - gathering and collecting information in different forms (eg brochure booklet, advertisement, fact sheets, TV programs).
- Categorising travel information
  - identifying different types of holidays eg camping, cruise
  - sorting and grouping details eg transport, accommodation.
- Reading travel information
  - predicting
  - skimming
  - scanning
  - reading for detail
  - reading for pleasure
  - reflecting on personal reading
  - distinguishing between non-fiction and fiction travel stories.

- Understanding the language of travel information
  - using appropriate vocabulary and terms relating to travel
  - interpreting actual and inferred meanings of descriptive words
  - exploring imagery
  - describing how to find locations on a map
  - giving directions
  - maintaining a personal dictionary.
- Numeracy
  - reading and interpreting maps, calendar, seasons, dates, time, temperatures
  - estimating
  - comparing and calculating
  - budgeting
  - averaging
  - calculating loan interest
  - applying for a loan.
- Requesting, clarifying and confirming information in spoken and written language
  - identifying and confirming information in spoken and written language.
- Using technology
  - telephone
  - fax
  - video
  - television
  - radio
  - computer.
- Evaluating information
  - distinguishing between relevant and irrelevant information
  - discriminating between persuasive and factual information
  - identifying hidden messages and reading the small print.

- Writing
  - writing lists, notes and messages
  - filling in forms
  - creating a pamphlet
  - writing directions
  - writing letters of request and persuasion
  - writing a personal letter of invitation.
- Making choices
  - reflecting on personal needs, wants, constraints
  - choosing a personally preferred holiday.
- Organising a holiday
  - identifying areas for consideration in planning personally preferred holiday
  - investigating holiday information for a specific holiday
  - planning a holiday itinerary
  - listing arrangements - bookings to be made, time schedule, holiday tips.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Recounting personal holiday experiences.
- Identifying different sources of travel information eg pamphlets, maps.
- After viewing travel videos, video taped segments of TV programs on holidays, discuss adequacy of given information.
- Discuss the 'honesty' of travel materials.
- Types of holidays and where to find information needed to organise these holidays.
- Brainstorm travel terms such as arrival, departure, twin share, double, single, return, tariff, low season, abbreviations, etc.
- Luggage - weight constraint, calculating distribution of weight between bags, comparative weights of bag and person carrying it, exploring what to take, how much, best ways to packing luggage, how to carry it, where to put it, amount of space required, estimating how much each type of luggage weighs eg linen, clothing.
- Discuss and recommend types of preferred reading to take on a holiday.
- Itineraries - look at models of itineraries, discuss setting out with view to writing one.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stage F

Content

Teacher supplies a variety of reading material on holiday destinations, include relevant maps.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Critical reading of holiday material.
- Drawing on prior knowledge, skills and experiences.
- Reading of maps for locations, landmarks, direction eg north, south, scale.
- Writing activities eg cloze sentences, outline of holiday.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Gather and collect authentic information in different forms from various sources. Individual investigation followed by group sharing.
- Present and report on material collected.

- Using prior knowledge, predict anticipated information and where to find it in the various print formats collected by group.
- Skim and scan material for purpose of presentation.
- Skim and scan material for items such as layout of headings and variety of formats in different genres eg pamphlets, advertisements, posters.
- Using prior knowledge of travel, awareness of presentation and word recognition skills, highlight key words to assist reading for detail.
- Using previous knowledge of the calendar and the seasons, choose the most suitable time of the year to holiday, the number of days, dates, weeks, months, the weather (degrees centigrade, average temperatures).
- Looking at maps - locate known cities and towns, find landmarks, identify NSEW, determine scale, compare representational maps with scaled maps, discuss reasonableness of claims on the former eg can the location be only 15 minutes from the beach? Estimate distance using scale.
- Using model sentence constructions to describe a holiday, students insert details in cloze, completion exercises, to produce written outline of personally preferred holiday.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupin_ . negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage S

Content

Teacher supplies a variety of reading material on holiday destinations, include relevant maps.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Team work for sharing work load, contributing and sharing ideas, experiences and skills.
- Tabling, sorting, recording and categorising.
- Critical reading for exploring emotive meanings, word associations, etc from a variety of media.
- Models provided of variety of short pieces of writing to express preference for a particular holiday.
- Create a word bank of travel terms and brainstorm vocabulary using white board.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- In small groups read a selection of travel information brochures or other travel writing (eg newspaper articles) to draw out factual detailed information. Group questioning, comparing, selecting, discarding.

- Table, sort and record travel information under category headings. Group sharing.
- Use numerical information to make comparisons eg costs, length of stay, inclusions in price.
- Refer to a dictionary and thesaurus. Pair work.
- Select words for personal dictionary.
- Explore emotive meanings, word associations, etc. Refer to a variety of media advertisements.
- Study particular examples in the information to notice how facts are presented/ inferred/omitted, etc.
- List personal preferred holiday requirements.
- Express opinions about preferred holiday. Using genre models provided by teacher/s (noticing key words, cohesive links, etc), express a preference for a particular holiday in a short piece of writing as required in newspaper competitions to win a holiday.
- Team work to create a holiday brochure or advertisement.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage T

Content

Teacher supplies a variety of holiday texts, pamphlets, advertisements, travel magazines, maps, time tables, travel tickets, letters organising holiday bookings with letting agent, etc.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Writing activities - prioritising lists, personal notes, editing for correct spelling, transforming spoken language into written form.
- Language and vocabulary for description, giving directions, comparing times, costs requesting information. Identification of formal and informal language.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Write a prioritised list of travel/holiday information required for personally selected holiday destination.
- Skim and scan holiday brochures to find specific information.
- Write personal notes, reminders of additional information to ask about check in/ out times, special facilities for children.
- Read maps - representational and authentic, for understanding of terms, key, scale, points of the compass. Pair work, problem solving activities using maps.
- Describe where specific locations are on the map and explain how to get to them.
- Identify and practise linguistic features needed for clear explanations.

- Write a note to a friend giving directions to reach a holiday meeting place.
- Edit note, using correct spelling where it matters.
- Estimate times, distances, costs, weights relative to the preferred holiday.
- Compare and calculate times, distances, costs, double, single, triple share, good deals, hidden costs, etc.
- Practise requesting preferred holiday requirements to a travel information officer (video role play) eg I would like a holiday that … so I need …
- In pairs, role play telephone conversations to clarify points of information.
- Participate in communicative language activity to practise confirmation of bookings.
- Transform the spoken language used in role plays in the communicative activities above, into written form, addressed to a variety of people eg an interstate letting agent, an outback hotelier. Compare spoken and written forms of language.
- Identify formal and informal language when listening to taped conversations of people requesting, clarifying and confirming information. Classify the language used by completing grids eg formal greeting, informal greeting.
- Read 'travel tips', 'misadventure' articles, etc from magazines.
- Compile individual checklists of things to remember.
- Compare checklists and work in pairs to write a pamphlet of important holiday dos and don'ts. Include advice for looking after the home while absent (eg making arrangements for security, cancelling services), making financial arrangements for absence (eg payment of bills, garaging car, arranging carers for children and animals).

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage D

Content

Teacher supplies examples of travel brochures from a variety of sources, examples of holiday insurance policies and brochures, travel stories such as 'Around the World in Eighty Days', travel itineraries.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Critical reading for specific information from insurance policies and related brochures, itineraries, travel information.
- Telling stories for enjoyment.
- Writing a letter to a friend using language to explain and describe important details of the itinerary.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Skim and scan travel brochures, etc for general layout and location of specific types of information in a variety of sources. Students evaluate information.

- Read to find details of particular items in authentic travel information necessary to plan personally chosen holiday. (Discrimination activities, make comparisons).
- Using personal preferences for recording and organising details, plan for a holiday. Consider the following - transport, accommodation, meals, entertainment. Allow for possible extras.
- Investigate holiday insurance using brochures collected. Critical reading to examine aspects such as, What and who does it cover? Is it worth it? When is it necessary? How do you read the tables? How do you make a claim?
- Telling, reading and listening to travel stories for enjoyment.
- Read, tell, travel stories from literature. Use authors like Bruce Chatwin, Jan Morris, Susan Kurosawa (in S.M.H.), Paul Theroux, Eric Newby.
- Recount a travel tale in writing eg in a letter to a friend.
- Write itineraries - use technology if possible eg word processing computer programs, formats, templates.
- Write a personal letter, inviting a friend to accompany the writer (or join them during) the planned holiday. Explain, describe important details of the itinerary to persuade them.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Authentic travel information
- Lists
- Notes and messages
- Tables and grids
- Class word bank
- Dictionaries and thesaurus
- Making requests, spoken and written, formal and informal
- Fax forms
- The calendar
- Tables of temperatures
- Maps
- Spoken language for expressing estimates, comparisons
- Budgeting proforma
- Loan application forms
- Directions, written and spoken
- Authentic travel brochures, advertisements, booklets, TV programs
- Genres - spoken narrative, description, retell, recount, request, discussion and procedure
- Examples of fiction genres, adventure, romance, science fiction, mystery
- Holiday itineraries, spoken and written
- Letter of invitation, complaint
- Forms - insurance, credit cards, travellers cheques, bank documents, cash
- Membership cards
- Checklists.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- Who takes holidays in our culture and in other cultures?
- What is a holiday? Work, leisure and unemployment. Can you have a holiday if you are unemployed?
- Holiday entitlements.
- Who organises the holiday? Who pays?
- Why do some people feel they can't have a holiday?

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Authentic travel reading and viewing
Information materials
Brochures
Pamphlets
Newspapers
Magazines
NRMA
Booklets
Videos
TV programs
Radio
Advertisements
Maps
Insurance forms
Dictionary
Thesaurus

Kits/Textbooks/etc

Choice Magazine Dec 1991 *Last Minute Holidays*

Pincas, Anita, Hadfield, Gillian & Charles, Book 3, Unit *Real Life Reading*, Jacobson/ Maccoll Pages 74 & 76

Travel Tips for Consumers, Consumer Affairs of NSW (02) 895-0111

This unit was developed by Trish Daws, Elizabeth van der Velden and Helen Dignan for the Certificate in Adult Foundation Education.

Running & Mainitaining your Car

Unit Type

Literacy/Numeracy

Context

Personal and Social

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LEARNING OUTCOMES

Major Focus

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

using mathematics creatively

Students can creatively use, adapt and evaluate mathematics.

solving problems

Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

Minor Focus

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Student journal
- Portfolio of work
- Individual and/or group research projects
- Individual and/or group presentations
- Teacher observation
- Self assessment

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.
- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.

- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Using technology (calculators)
- Using reference materials
- Basic maths processes
- Problem solving (making judgements about value for money and suitability for needs)
- Comparing and contrasting prices and conditions
- Reading tables and graphs
- Interpreting tables and graphs
- Using mathematical formulas
- Metric measurement
- Converting imperial measurements to metric units
- Rounding numbers
- Comparing and contrasting numbers
- Using simple fractions
- Sequencing/ordering numbers
- Calculating averages
- Estimating
- Time (months, weeks, years)
- Money calculations
- Oral communication skills - requesting information.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Brainstorm car maintenance costs.
- Through discussion identify and categorise 'optional' and 'compulsory' car maintenance costs.
- Language and technical terms associated with car maintenance.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stages F & S

Content

Teacher supplies a wide range of texts eg newspapers, motoring magazines, consumer magazines, car maintenance manuals.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.

- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Discussion and vocabulary extension.
- Categorising information.
- Designing a budget proforma for a specific purpose.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Explore each of the items on the optional and compulsory list.
- Registration - what does it mean? What is a pink slip? How important is it that a car is reliable and roadworthy? Is registration the same price for all vehicles? Where is car registration paid? What else can you get from the Motor Registry Office?
- Insurance - what is comprehensive? What is third party? What is third party property? What does the green slip cover? List places which offer car insurance cover eg NRMA, GIO, AAMI, FAI. Do their prices vary? Why? Does type of car, driving record, age of driver and address of driver make any difference to the cost of insurance?
- Fuel consumption - list types of fuel eg leaded, unleaded, diesel, etc. Categorise vehicle types with fuel types and fuel prices per litre. Calculate fuel consumption given capacity, cost per litre, kilometres travelled, etc.
- Car service - who decides when and where the car service will be done? How do you know how much the car service will cost? Are there ways to save money on car service? Discuss advantages/disadvantages.

- Tyres - compare types and prices. How do you measure air pressure? Is there a relationship between maintaining correct air pressure in your car tyres with car maintenance costs?
- List ways of keeping informed about your car and your car's maintenance eg books, manuals, catalogues, magazines, service outlets.
- In small groups design a budget proforma for buying and operating a car. As a group decide on the model of budget proforma to be used for follow-up activities.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stages T & D

Content

Teacher supplies a wide range of texts eg newspapers, motoring magazines, consumer magazines, car maintenance manuals.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Critical reading of material for facts and information on which to make judgements.
- Calculations, averages, etc for determining maintenance costs.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Carry out individual/pair project tying together all running and maintenance costs for your selected car and recording them on a monthly budget proforma.
- Select a car of your choice. Identify features of your car eg make, model, price, engine capacity, fuel tank capacity (litres).
- Critical reading of insurance promotional material.
- Determine most suitable insurance option for your car and your budget. Record as average monthly cost.
- Determine total annual registration cost for your vehicle. Record as average monthly cost on budget proforma.
- Determine average weekly travel eg is it city, highway, country travel? Average number kilometres per week. Calculate average fuel costs per week. Record as average monthly cost on budget proforma.
- Determine tyre maintenance and replacement based on type and distance of travel. Calculate annual total. Record as average monthly cost on budget proforma.
- Determine total annual service costs for your selected vehicle. Include replacement parts. Record as average monthly cost on budget proforma.
- Total fixed and running costs for your car on the budget proforma.
- Compare fixed and running costs for your car with others in the class.
- Calculate the monthly income you would need to maintain the car of your choice.

- Given a budget planning proforma, students (in pairs or groups) can select a particular make and model of car and provide the following information:

  a) cost of buying comprehensive (optional and compulsory) car insurance

  b) cost of registration

  c) fuel consumption

  d) maintenance and running costs.

- Students should also be able to explain or demonstrate how they obtained this information.
- Alternatively, the whole class can operate as one group and perform all these tasks together (or delegate tasks to sub-groups).

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Insurance company information brochures (authentic)
- Car insurance contract(s) (authentic)
- Tables of fuel consumption (authentic information)
- Requests for quotations and information about car insurance (oral)
- Texts providing information for consumers (eg *Open Road* magazine, *Choice* magazine)
- Budget planning table (authentic).

SOCIO-CULTURAL PERSPECTIVES

- Privacy issues. Even though this unit uses a budget planning proforma, students should not be asked to disclose their own personal financial status or details of their incomes.
- Cross-border issues. Students living near NSW/VIC and NSW/QLD borders may need to understand different states' insurance obligations.

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Insurance company brochures
Car insurance contracts
NRMA/RACV magazines
Choice magazine
Telephone access
Calculators

Kits/Textbooks/etc

Ford, Kevin (ed), 1985, *Maths for Living: Car Maths*, Holmes McDougall Australia, Dominie

This unit was developed by Robyn Moses and Evelyn Heath for the Certificate in Adult Foundation Education.

Consumer Interaction

Unit Type

Literacy/Numeracy

Context

Personal and Social

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LEARNING OUTCOMES

Major Focus

setting personal goals

Students can set and evaluate goals and strategies for themselves and their group/s.

setting numeracy and literacy goals

Students can set and evaluate goals and strategies for developing numeracy and literacy skills.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

presenting information and mathematical data in texts

Students can present information and mathematical data in written, graphic and spoken texts.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

Minor Focus

using language creatively

Students can creatively use, adapt and evaluate written and spoken language.

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Teacher observation.
- Student participation.
- Find and interpret product information on a variety of types of goods of interest to you.
- Write a letter to a manufacturer/producer about their labels (congratulations or criticism).
- Produce a personal reference guide.
- Interpret the terms of a sample guarantee.
- From a selection of similar products, choose the 'best buy' for yourself and give reasons backed up by the rating scales.
- Write a letter of complaint about an advertising ploy that you find disagreeable.
- Calculate the best deal for a given number of products.
- Outline a course of action to solve a given consumer rights problem.
- Write a letter to the editor expressing an opinion about 'risk' shopping.
- Summarising 'dos and don'ts for the consumer.

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.

- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.
- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Finding and interpreting product information on a variety of products
  - gathering a variety of types of product information
  - organising consumer goods into categories
  - distinguishing and interpreting different types of detailed product information required for different types of goods.
- Interpreting symbols and abbreviated information on goods
  - locating and deciphering information found on a variety of unusual goods
  - examining position and layout of labels to suit different purposes.
- Using vocabulary
  - shopping vocabulary
  - negotiating personal spelling goals
  - using spelling strategies
  - adopting strategies for keeping an easily accessible reference guide to the vocabulary and symbols of product labels.
- Prioritising information critical for decisions about whether to buy or not
  - finding out about extra or special conditions eg guarantee, warranty
  - understanding document jargon
  - ranking important considerations.

- Evaluating the role of advertising in consumer decision making.
  - identifying persuasive ploys used by store/other managements.
- Shopping around for value for money
  - thinking about why one shops at particular venues.
- Problem solving.
- Consumer rights
  - exploring the myths and realities about consumer rights
  - knowing how to access help, who to contact
  - accessing Consumer Affairs Department.
- Buying a 'one-off' item that isn't covered by the rules
  - advantages and disadvantages of shopping in unusual situations eg by mail, telephone, interactive television
  - forming and expressing opinions.
- Paying for the goods
  - calculating payments
  - using the store's financial system
  - calculating interest
  - using the banking system or other lending agencies.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Discuss what information one needs to know about a product before buying it eg What is the product made from? Does it contain preservatives? What suction power does it have? Can I leave this out in all weather? Do these come in other sizes? Is this allergy free?
- Where can this information be found quickly? On the label, on the packaging, from the manufacturer, producer?
- Discuss options for developing a personal pocket size consumer reference guide to relevant 'label' vocabulary.
- Does the label information for similar items from different manufacturers vary?
- Criteria for a 'good' label. How would you rate labels from very good, satisfactory, unsatisfactory?
- If you were the manufacturer of a product, what information would you put on the label or packaging?
- Discuss role of advertising, shop window displays, spruikers, sales, shop displays eg lollies at child height.
- Why do you shop where you shop? Is it because stores have particular policies, attractive decor, services eg lay-by, refunds, reputation for best value, match any price, money back guarantee.
- When shopping, what's legal, what's not? Are you obliged to open your bag for inspection at the checkout? Do you have to pay for breakages? Where can you find answers to these questions?

- Introduce the notion of 'risk' buying eg by listening to the radio program 'Buy, swap and sell'. Relate personal shopping experiences eg at markets, wreckers, from teletrading. Verbally sketch the stereotype of the door-to-door salesman. Discuss auctions and how they work, future of television shopping, advantages and disadvantages of 'non-shop' shopping.
- Interview 'garage sales' people. Read the newspaper for mail order offers. Do these sales offer any guarantee? What condition is 'good condition'? Discuss the element of risk in buying a one-off item.
- Discuss using store lay-bys. How do they work? What are the responsibilities of buyers and sellers? What are conditions of payments. How much, over what period of time, etc. Is it wiser to pay a little for longer or a lot for shorter?
- Discuss using store credit card accounts - review how credit cards work, predict the purpose and types of information required to 'join up', filling in application form.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stage F

Content

Teacher supplies advertising material eg junk mail, catalogues, newspaper advertisements, examples of manufacturers' labels and instructions on clothes, product packaging and product pamphlets.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Use the ideas and activities in this unit to assist with the planning of numeracy needs of students for further education and training.
- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.

- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.
- Negotiating personal spelling strategies.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Seeking information about a product you want to purchase eg Is it a quality product? Where was it made? What are the manufacturer's instructions? What size is it?
- Critical reading of label and manufacturer's instructions.
- How to categorise products under broad headings eg white goods, hardware.
- Questioning techniques for finding out information about the product.
- Creating and using a personal dictionary or consumer reference guide to relevant 'label' vocabulary.
- Strategies for memorising personal spelling words.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Browse through advertising material, junk mail, etc to choose products to buy.
- Think about and list the things you want to know about the products.
- Students discuss selected products and teacher lists items on the board.
- Working in pairs students organise items into categories eg food, electrical, white, clothing, hardware, pharmaceutical. Record information on a table or grid on the board.
- From the table or grid determine the different types of product information required for each category.
- State where on the product the information can be found.

- Students interview each other to find out what products each has purchased recently.
- Add student products to relevant categories on the table or grid.
- Choose own format eg cards, indexed book, folder list, and create a personal dictionary or pocket sized consumer reference guide to relevant 'label' vocabulary.
- Practise 'label' vocabulary by creating mazes, puzzles.
- Play word games eg '20 questions', 'Which one doesn't fit?'
- Practise strategies for memorising personal spelling words.
- Use syllables, compound words, similar words, to facilitate spelling, reading, writing.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage S

Content

Teacher supplies product labels and packaging which feature product symbols, instructions, size, contents, use by date, made in ... , etc. OHT of model letters: one a formal letter of congratulations and the other a formal letter of constructive criticism. Examples of ranking scales.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Use the ideas and activities in this unit to assist with the planning of numeracy needs of students for further education and training.
- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Using authentic labels and packaging model critical reading, predicting and matching skills.
- How to analyse product label information for making critical, evaluative judgement eg ranking labels satisfactory, unsatisfactory; determining criteria for a 'good' label.
- Format and content for formal letters of congratulations and constructive criticism.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Predict product information on labels of items.
- Complete matching exercises eg match the item with the symbol, words and number you would expect to find on a particular item (and possibly match that to the meaning of the symbol, words and number), eg food .... 340 .... an additive.
- Critical reading of a variety of authentic goods labels from each category to determine the types of information given eg nutrition, contents, voltage.
- Recognise general key words eg Made in Australia, and key words specific to particular items eg dosage.

- Use authentic labels to determine criteria for a 'good' label.
- Rate labels on a scale eg 1 .... unsatisfactory, 2 .... satisfactory, 3 .... excellent.
- In groups create a label for a hypothetical product.
- Evaluate a selected label and write a letter of congratulations/constructive criticism to the manufacturer/producer.
- Use models of basic formal letters to identify format and purpose of each part of a simple formal letter.
- Role play making requests for information by telephone and/or in writing.
- Provide constructive criticism of role plays and letters by peers.
- Design a model of ranking scales for ranking product information from most important to least important eg price, size, quality, durability, etc.
- Compare and contrast the features of similar items using the 'best' rating scale. Does the scale fit all products? Observe differences in ranking criteria for different types of products.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage T

Content

Teacher supplies sample letter of complaint, copies of "Conditions of Lay-By", warranties and guarantees, case studies about consumer rights issues, address of Consumer Affairs Information Service.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Use the ideas and activities in this unit to assist with the planning of numeracy needs of students for further education and training.
- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Debating procedures.
- Revision of formal letter of complaint.
- Comparing and contrasting techniques.
- Critical reading of Conditions of Lay-By, warranty and guarantee for terms and conditions.
- Discussion of a case study, identifying facts on which to base judgement.
- Critical reading of Consumer Affairs information booklet.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Reflect on appropriate methods to research advertising ploys in the local area and record findings. Report on examples from the local area.
- Debate topics eg Is subliminal advertising at sporting events right? Outline guidelines for debating procedure.

- Write a letter of complaint eg noisy spruikers outside coffee shop. Look at letter format of model letters of complaint. Review previous letter writing exercise.
- Compare and contrast product sizes, prices, quality, quantity and special conditions.
- Calculate how much lay-by deposit is needed, completion times, instalments, balance, etc.
- Practise dictionary skills eg define 'warranty' 'guarantee' and terms used in such documents.
- In pairs locate and match key words and meanings.
- Critical reading of 'guarantee' and 'warranty', identify strategies for checking terms with special meaning. Group work using context clues to confirm dictionary meaning.
- Determine which methods of buying are cheapest/dearest eg buying in bulk versus smaller quantities - compare, contrast, estimate, calculate, evaluate.
- Study facts of case studies (personal and other) deciding if consumer rights have been invaded. Recount, discuss, judge a case on facts.
- Role play using the language of request and research skills to find out about rights policies eg refunds, damaged goods.
- Telephone and/or write a letter to Consumer Affairs to request information booklet to ascertain clarification of rights or clarify a point of law. Identify the difference between the main idea and supporting information.
- Critical reading of information booklet to clarify if a right has been isolated eg for key content words, multiple choice activities, choose the correct meaning.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage D

Content

Teacher supplies model for letter of opinion to the editor, reading material about store credit cards, loans and interest rates from various institutions.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Use the ideas and activities in this unit to assist with the planning of numeracy needs of students for further education and training.
- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Format and content for a letter to the editor
- Differences between bartering, bargaining, haggling, auctioneering.
- Writing of limericks.
- Critical reading of account statements from department stores or Bankcard, etc.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Role play bartering, bargaining, haggling for goods, auctioneering, etc.

- Students individually retell, with correct sequencing, personal anecdotes of 'risk' buying.
- Write limericks eg There once was a .... who bought ....
- Write a letter to the editor expressing your opinion for or against risk buying.
- Use of store credit card accounts or Bankcard, etc - fill in application form, locate and read details on the account, check purchases, calculations on statement (eg balance, interest paid), note important details to use when enquiring about the account (eg account number).
- Use of a store interest-free account - research the consequences if the account is not paid in full by the due date, calculate the consequences. Is it worth it?
- Interest rates - calculate interest on loans, credit cards, savings accounts/ compare and contrast interest rates from the stores, banks, financial organisations. (Group researching and reporting).
- Review the sections dealt with in this unit and summarise important points in writing.
- Individual, oral and written summaries.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Authentic advertisements in junk mail, newspapers, telephone directory, magazines
- Lists
- Table/grid
- Interview questions
- Surveys
- Labels
- Symbols, logos
- Rating scales
- A formal letter
- Word puzzles and games
- Spelling strategies
- Personal reference guides
- Dictionary
- Authentic forms - guarantee, application for lay-by
- Ranking scales
- Report genre - spoken and written
- Letter of complaint
- Price tags
- Authentic discounting notices, signs
- Spoken and written reports
- Legal language
- Spoken and written requests
- Information booklets
- Interview
- Advertisements

- Bargaining
- Retell genre - spoken and written
- Limericks
- Letter to the editor
- Lay-by agreements
- Account statements
- Brochures
- Summaries - spoken and written.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- Who does the shopping? Who makes the final decisions?
- How much of the information given on goods is understood by the average person?
- Should you support the 'Buy Australia' campaign when you see the logo?
- Is shopping now weekend 'entertainment'?
- Does advertising reflect society's needs or dictate them?
- Status of customers and shop assistants in different cultures.
- Protocol for customer/shop assistant relations.
- Is consumerism for everybody?
- Is bargaining universal?

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Authentic advertising materials
Product codes
Authentic items with labels attached
Authentic forms (credit card application, lay-by)
Choice Magazine
ABC TV *The Investigators*
Information booklets from the Dept of Consumer Affairs
Radio program *Buy, Swap and Sell*
Newspaper advertisements
Telephone directory Auction sale notices
Authentic lay-by agreements
Authentic store account statements
Authentic brochures and pamphlets
Advertising financial assistance from stores, banks and financial institutions

Kits/Textbooks/etc

Limerick books

ABC *Reading and Writing Roadshow*
Food labels
Filling in forms

Information booklets & brochures from the Dept of Consumer Affairs, Dept of Consumer Affairs, Dept of Energy

Kessler, S Norrish, D, Widen, J, *Women's Issues*

Norrish, D, & Lord, S, *Undoing Some Maths Knots*

Meyrick Young, *Words to Work With*, Edward Arnold Publishers, London 651.74

Adult Reading and Language Skills Book 2 Unit 3 Consumer Choices, Addison Wesley Pub Co

Commerce the 1990s Way, Consumers Book 2, Julie Monaghan, Longman Australia

Keenan, Michelle I, Victoria Australia, Consumer Handbook, Citizens Advice Bureaus

Martin, Robert, *About Buying and Paying*, Pitman Consumer Topics, Australia

This Unit was developed by Trish Daws, Helen Dignan & Elizabeth van der Velden for the Certificate In Adult Foundation Education

Unit Type

Literacy/Numeracy

Context

Personal and Social Activity,
Further Education and Training

Anti-Discrimination Board

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LEARNING OUTCOMES

Major Focus

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

solving problems

Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

Minor Focus

setting numeracy and literacy goals

Students can set and evaluate goals and strategies for developing numeracy and literacy skills.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose!

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Student and teacher negotiate evaluation of the quality and quantity of information gathered from the library in the field relevant to the task and the outcomes for the task.
- Produce written material after research (using computer program/s if appropriate and available).
- Devise a flow chart of procedures for making a complaint.
- Write a report eg comparing anti-discrimination legislation in other places, brief history of the Anti-Discrimination Board (ADB), use of anti-vilification laws, anti-discrimination laws in the workplace.
- Write a letter requesting information from making a complaint to the ADB.
- Role play the processes of the ADB in dealing with a complaint.
- Journal or portfolio to record personal reflection.
- Addressing audiences.
- Techniques, devices used to encourage a wider audience in the form of a poster.
- Teacher observation.
- Participation in class activities.
- Individual or group report using numeracy and literacy skills eg converting numbers to percentages.

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.

- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.
- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- What is discrimination?
  - The practice of keeping people out of jobs, desirable housing, schools, basic health services.
- How does it manifest itself?
  - Stereotyping of racial, physical, mental, gender characteristics
  - Exclusion from access to goods and services
  - Vilification
  - Physical violence/harassment.
- How does it come about?
  - Lack of information about differences between groups of people
  - Dissemination of incorrect information such as racial stenotypes
  - Fear of individual differences, perceived loss of privileges, changes in society such as occur with immigration programs.
- What can be done about it?
  - Clear, readily accessible information about different groups in our society
  - Education programs which point out the wrongs that can occur because of discrimination
  - Provide strategies to prevent/minimise discrimination eg legal constraints, social action, Equal Employment Opportunity.

- Requesting information about discrimination
  - Verbal requests eg by telephone
  - Written requests eg to ADB, government department, industry, trade union.
- Requesting information about anti-discrimination legislation
  - Verbal requests eg by telephone
  - Written requests eg to ADB, government department, industry, trade union.
- Recording information
  - Collect information pamphlets/brochures, make oral record/report to class, written records.
- Laying a complaint
  - Follow procedure, using various methods/modes of completing procedural requirements eg translated or scribed complaint if literacy skills/self-confidence make written procedures difficult.
- Case-study analysis
  - Use teacher-provided materials to identify various elements of the information covered in the 'knowledge, skills and attitudes' section.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- What is the Anti-Discrimination Board? Discuss.
- The nature and extent of discrimination in society.
- The role of mass media in the communication of knowledge and attitudes about discrimination eg talkback radio.
- Writing a letter of complaint. What happens when the ADB receives it?
- Case studies from ADB reports including case resolutions.
- The role of verbal and non-verbal communication (The teacher needs to be aware of and/or investigate with the group any cultural differences which might affect student willingness/ability to participate in such a situation).
- How register (field, tenor, mode) changes to suit purpose, audience and role eg worker and worker, worker and supervisor.
- Discussion and evaluation of the use of pamphlets as a means of getting information to the general public.
- Guidelines for writing a letter, format/structure, language, detail required, grammatical features, etc.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stage F

Content

Teacher supplies a range of reading material from a variety of sources eg ADB pamphlets, current legislation, ADB case studies, newspapers, magazines, catalogues, etc.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Researching and critical reading of material for specific information, understanding, retelling and input to discussions.
- Language and vocabulary extension.
- Locating and collecting material from various sources.
- Evaluating collected material for reliability and credibility.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Participate in group discussion on anti-discrimination eg the nature and extent of discrimination in society.

- Contribute to discussions by researching teacher/student supplied information on current legislation eg verification.
- Develop vocabulary extension to ensure clear understanding of key terms eg conciliation, board, complaint.
- Visit library or the ADB to collect information for a specific negotiated purpose eg history of the ADB, associated legislation and acts of parliament, statistics, such as, comparative imprisonment rates for different groups in society and comparisons ADB has drawn between groups making complaints and types of complaint.
- Read information pamphlets from ADB to find out what the law states about anti-discrimination legislation and who is discriminated against in the workplace/society.
- Use different methods for locating information eg catalogues, librarian, reference texts.
- Evaluate collected information and information sources for specific purpose eg relevance, bias, subjectivity, credibility (of source, age, its expertise).
- Distinguish between fact and opinion eg discuss key ideas and impressions from a media report either audio-visual or in print.
- Retell the situation described in a case study.
- Explain and retell information to demonstrate understanding of researched/read/heard material.
- Joint, small group, pair or individual construction of written and spoken facts.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage S

Content

Teacher supplies models of letters of complaint, ADB pamphlets and a range of reading material from various sources.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Field work and extension of findings into other activities then reporting back to whole class.
- Comprehension and vocabulary extension work, especially for pamphlets from ADB.
- Explaining and retelling of information to demonstrate understanding of researched/read/heard material.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Critical reading of ADB pamphlets *"What you can expect from the Anti-Discrimination Board of NSW"* and *" A guide for complainants"*.

- Evaluate comparative effectiveness of letters eg teacher supplied models, group developed examples, individual examples.
- Negotiate topic of role play eg between discriminating person and the person discriminated against, between complainant and ADB official.
- Use collected information to devise the "narrative" of the role play - individual or pair work.
- Note, for discussion, how register changes to suit purpose, audience and role.
- Role play of conversation/interview between eg worker and worker, worker and supervisor, complainant and ADB conciliator.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage T

Content

Teacher supplies a range of pamphlets and other reading material from a variety of sources, ADB guidelines for formulating a letter of complaint.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.

- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Evaluating information and sources of information for reliability and credibility.
- Using ADB guidelines for formulating a letter of complaint.
- Strategies for comparing data from different forms of graphical representation.
- Development of relevant mathematical concepts .

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Evaluate collected information and information sources for specific purpose eg relevance, bias, subjectivity, credibility (of source, its age, its expertise).
- Distinguish between fact and opinion by discussing eg key areas and impressions from a media report - audio, audio-visual or print.
- Evaluate the use of pamphlets as a means of getting information to the general public.
- Use guidelines provided by the ADB to formulate a letter of complaint. (See *"Writing a complaint to the Anti-Discrimination Board"* available from ADB).
- Visit library or the ADB to collect information for a specific negotiated purpose eg history of the ADB, associated legislation and acts of parliament, statistics (eg comparative imprisonment rates for different groups in society and comparisons the ADB has drawn between groups making complaints and types of complaint).
- Develop mathematical concepts eg addition, subtraction, chart/graph, x/y axis, percentage, converting raw data to percentage, vertical rise over horizontal run to reveal trends.

- Develop strategies for comparing data from different forms of graphical representation.
- Develop literacy skills through personal writing/reflection, letter writing, etc.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage D

Content

Teacher supplies a variety of relevant lists for graphical representation, evaluation and analysis, model of a flow chart.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Graphical representation of data.
- Identification of features of a flow chart.
- Analysis and evaluation of usual material and graphical representations of written material.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Write the letter following ADB guidelines and group discussion on format/ structure, language, details, etc.
- Use of diagrams and statistics to represent information eg reading graphs and charts, identifying axes, reading data from X axis, reading data from Y axis, recording information on graphs and charts.
- Describe graphical representation of data in written form - use of teacher/group models, pair or small group work.
- Evaluate graphically represented data - Is it more credible? Explore uses and abuses.
- Identify procedural purposes of flow charts.
- Negotiate class activity eg procedure for making a complaint to ADB.
- Identify information needed for the chart.
- Design a chart to effectively represent the information from the longer explanation alternative - expand information from the chart in either verbal or written form (ie reversing the process) eg devise a poster to inform/empower/ encourage a group to utilise the ADB.
- Critical analysis of visual material and graphical representations of written material.
- Critical reading of information for specific purposes eg research, in depth, skimming, evaluation and assessment.

- Analysis of register changes in role play.
- Combine mathematics with language in a piece of writing eg incorporating percentages, graphs, charts.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- A letter of complaint
- Official ADB pamphlets
- ADB case studies
- Media items eg talkback radio, newspaper stories
- Graphs and charts
- Posters
- Role play script/s and organisation details
- Interviews
- Flow chart
- Class and small group discussions
- Description
- Procedural texts - oral and written.

SOCIO-CULTURAL PERSPECTIVES

- Nature and extent of discrimination in society - Who it affects. Why it occurs. Who is responsible? What can be done about it? Why the need for legislation? Who to access if help is needed and what will happen?
- The role of the mass media in reporting such incidents - Is there a cultural bias? How the media reports information. Using media for one's own purposes.
- Social/Cultural determinism - Something can be done. De-mystifying the law and legislation.
- Building a preferred/equal society - Participation in democratic decision making (empowering citizens).
- Understanding role and function of an institution - What it reveals about our society's and culture's values. How a government body works.
- Informing citizens - Using networks and peers for encouragement and support.
- Accessibility.

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Newspapers
Magazines

Kits/Textbooks/etc

ADB Fact Sheets (available from the Anti-Discrimination Board)

* *Lesbians and Homosexual Men*
* *Aboriginal*
* *Physical Disability*
* *Intellectual Disability*

ADB - INK

* *Eliminating Sexual Harassment*

ADB - *A Guide for Complaints*

ADB - *Writing a Complaint to the ADB*

This unit was developed by Glenn Weeber for the Certificate in Adult Foundation Education.

Community Action

Unit Type

Literacy

Context

Personal and Social Activity,
Further Education and Training

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LEARNING OUTCOMES

Major Focus

setting personal goals

Students can set and evaluate goals and strategies for themselves and their group.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

using mathematics creatively

Students can creatively use, adapt and evaluate mathematics.

using language creatively

Students can creatively use, adapt and evaluate written and spoken language.

solving problems

Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

Minor Focus

setting numeracy and literacy goals

Students can set and evaluate goals and strategies for developing numeracy and literacy skills.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

presenting information and mathematical data in texts

Students can present information and mathematical data in written, graphic and spoken texts.

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose.

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Teacher observation and documentation
- Students' interaction and participation in class discussion
- Other class activities, eg using a checklist, individual student file or card index.
- Integrated negotiated tasks - (depend very much on chosen issues and strategies)
- Reading case studies of other community action activities
- Reading/listening comprehension activities related to case studies. (Small group/assisted or independent depending on level - F, S, T or D)
- Role play eg oral enquiries related to issue
- Graphic or numerical presentation eg results of questionnaire or survey
- Writing eg students could jointly construct a recount/ argument using generic text features as a guide eg recount: orientation, record of events, reorientation, Coda (optional).
- Student portfolio
- Any of the above assessment tasks or otherexamples of student's work could be included as part of the student's portfolio for this unit or the module

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.

- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.
- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Extending vocabulary
  - exploring the students' understanding or the terms 'community' and community action
  - using the dictionary and thesaurus.
- Presenting information graphically
  - implementing a survey
  - compiling a graph.
- Discussing issues of community concern
  - identifying individual concerns
  - identifying group concerns
  - prioritising concerns
  - identifying community members affected by issues.
- Accessing information from texts
  - using directories
  - identifying relevant government agencies, institutions etc
  - identifying useful community resources.

- Querying relevant government agencies
  - at the reception
  - by telephone
  - by mail.
- Deciding on plan of action
  - discussing options (petitions, letters to the Editor, letters to politicians, delegations, press releases, boycotts, sit-ins, pickets, marches and processions, blockades and street theatre to mention a few)
  - determining most appropriate strategy.
- Construction of texts using recount genre.
- Organising and presenting information according to plan chosen.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Teacher-led discussion "What is community?" Different types of community, community action.
- Brainstorm - student understanding of community and community action.
- Brainstorm - individual or group concerns about their community.
- Discuss who, what is being affected by the issue. Affected in what way? What is being done about it?
- Have students had experience with community action strategies eg petitions, letters to the editor/letters to politicians, boycotts, sit-ins etc?
- Discuss experiences.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stage F

Content

Teacher supplies case studies of community action; a variety of texts relevant to these issues which have come from familiar sources such as local and community media.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Developing a field of knowledge and identifying issues.
- Analysis of community action case studies.
- Reading of local newspapers for Council notes, editorials, special reports on community action.
- Constructing and conducting a survey.
- Graphing results.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Identify strategies for community action - create a mind map.
- Assess and develop a field of knowledge - questioning, discussing, compiling a class word data bank.
- Analyse community action case studies (eg letter campaign to save bats: seen in 'the Reading Writing Roadshow' video on "Formal Letters").

- Small group work on case studies - Was it effective? What agencies may be included? What community action followed?
- Critical reading of relevant text such as local and community newspapers.
- Construct and conduct class survey about issues considered most important by individual students - graph results of survey.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage S

Content

Teacher supplies case studies of community action; teacher and students supply a variety of texts relevant to these issues which have come from familiar sources such as local and community media.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Exploring community issue, effects - who it affects, who are the advocates for each side of the issue.
- Questioning/critical reading/language and vocabulary.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Focus on the community issue selected as most important by the student group survey.
- Explore the community issue chosen - Who, what is affected, possible solutions, ideas for action. (Reflect on cases studies).
- Assess relevant information - critical reading of relevant texts, highlight details, depending on focus eg who is affected or how they are affected or what is being done.
- Make oral enquiries.
- Explore the language of questions - open or closed, how to ask for details or opinions.
- Prepare for oral enquiries - brainstorm possible questions, role play telephone, reception, review role plays.
- Identify appropriate advocate/s and discuss ways to approach them to invite as guest to the class.
- Recount (written) about the interaction with the advocate, local and national directories. (This process should include reference to the schematic structure of recount and to model of recount).

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.

- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage T

Content

Some of the content and strategies from stages F and S will be necessary, depending on student group and units previously done. Focus at this stage on exploring a wide range of community action strategies which the teacher presents within the context of the community issue important to the students.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Community issues demonstrating impact of various action strategies.
- Critical reading, discussion, written and spoken text.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Teacher presents a wide range of community action strategies - petitions, letters to the Editor, letters to politicians, delegations, press releases, boycotts, sit-ins, pickets, marches and processions, blockades and street theatre etc.
- Explore a range of texts relevant to community action - video, audio, written eg local, community and national newspapers, educational texts.
- Small group work - how selected strategies might apply to the issue chosen as important by the group. Pool ideas.
- Decide on plan of action - detailed look at models relevant to their chosen plan of action, include exploring the schematic structures of texts where relevant.
- Text construction - joint whole group construction of written texts depending on chosen strategy, small group, pair, individual construction of one written and spoken text, depending on strategy.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage D

Content

Some of the content and strategies from stages F, S and T will be necessary depending on student group and units previously done. Focus at this stage on exploring a wide range of community action strategies and then carrying out a chosen strategy with students working on different delegated tasks.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- How to evaluate texts for reliability/bias eg credibility of author.
- Critical reading, discussion, written and spoken text as required.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Critical reading of relevant texts (as mentioned in FS & T) to gather information.
- Evaluate texts for reliability/bias.
- Follow through on chosen strategy. Students can work individually, in pairs and small groups on different delegated tasks contributing to a larger strategy.
- Carry out ongoing evaluation of the strategy and seek updates from students about their own areas of activity.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Newspapers
- Telephone books
- Community directories
- Calendars
- Educational texts
- Government publications
- Case studies of community campaigns
- Brochures and magazine articles related to chosen issue
- Group discussion within classroom
- Telephone enquiries
- Personal enquiries
- Making requests
- Presenting information within classroom.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- Equity issues
- Democracy
- Empowerment
- Civil rights
- Social and legal rights.

SUGGESTED MATERIALS/ RESOURCES

Everyday Resources

Telephone directories
Newspaper - TV - Radio
Community directories

Kits/Textbooks/etc

Flood, M, and Lawrence, A (ed) *The Community Action Handbook* NCOSS, 1987 SEC Ed

Hammond, J, Burns, A, Joyce, H, Brosnan, D, and Gerot, L, *English for Social Purposes* Macquarie University, 1992

Department of Employment, Education & Training and NSW TAFE Commission *The Reading Writing Roadshow* 1994

This Unit was developed by Paulette Brown and Lisa Weingarth for the Certificate in Adult Foundatioln Education

Population Statistics

Unit Type

Numeracy

Context

Personal and Social Activity,
Further Education and Training

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LEARNING OUTCOMES

Major Focus

setting numeracy and literacy goals

Students can set and evaluate goals and strategies for developing numeracy and literacy skills.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

using mathematics creatively

Students can creatively use, adapt and evaluate mathematics.

solving problems

Students can apply and evaluate problem solving strategies to the development and achievement of individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

Minor Focus

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Portfolio of work
- Research about own electoral details and parliamentary representative
- Learning journal
- Teacher observation
- Individual and/or group presentation

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.

- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.
- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Many cultures collect statistics on their populations.
- Throughout history this has been done for a variety of purposes.
- Population statistics are collected by the Australian Bureau of Statistics every four years in a census for monitoring and planning activities.
- Filling in the census form is compulsory.
- Your privacy is guaranteed.
- Collection of statistics allows us to make forecasts about attitudes and needs for the provision of services and goods such as schools, hospitals, transport, housing, etc. It also fulfils our need to compare and contrast "things" and satisfies our curiosity and need for information about our society.
- Purpose of presentation of information in graph form:
  - useful way of expressing information instead of using many words in long and complicated texts
  - easier to convey a point of view and highlight differences in data
  - ease of reading
  - useful way of breaking up long texts (like an illustration)
  - eye catching.
- Identification of a variety of graphs:
  - pie charts
  - picture graphs

  - line graphs
  - bar charts.
- Collection of information:
  - who collects data
  - sample groups
  - issues of a representative sample
  - in whose interest is data collected.
- Exploration of surface features of graphs:
  - identifying axes
  - scales
  - titles
  - labels.
- Reading graphs:
  - from and to vertical axis
  - from and to horizontal axis.
- Linking information on graphs to accompanying texts.
- Investigation of misleading graphs.
- Investigation of graphs which seem to be picture graphs but are not true to scale.
- Collecting data.
- Presenting data in graphs.
- Comparing and contrasting numbers.
- Large numbers.
- Writing large numbers.
- Whole numbers.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Teacher presents group with a variety of statistics about population. Whole group discussion of statistics.
- Whole class discussion on socio-cultural aspects of statistics.
- Teacher presents group with a variety of graphs. Whole class discussion of types of graphs.
- Whole group discussion on collection of data.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stages F & S

Content

A range of reading material relevant to statistics and population eg statistics as released by ABS, newspaper articles, survey results, various samples of graphs.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.

- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Features of graphs.
- Exploration of statistics and graph presentation.
- Different types of graphs and reading for information.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Students work in small groups to explore features of graphs and investigate information.
- Students work in small groups to explore statistics and graph presentation.
- Students read information from a variety of graph types.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stages T & D

Content

Teacher supplies a variety of graph types from magazines, newspapers, books, pamphlets, etc, samples of surveys and survey results.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- A variety of graph types/features of graphs/reading for information.
- Presenting data in graph form.
- Samples of survey results and their organisation.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Students work individually or in small groups to explore features of graphs and investigate information presented in graphs.
- Students read information from a variety of graph types/read information from a variety of statistics in a variety of graph types.

- Students bring in copies of graphs from newspaper and magazines to present for investigation.
- Students work in small groups to explore features of graphs and investigate information presented.
- Students collect data and transpose information to a graph form.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Census form if appropriate.
- Graphs from a variety of sources:
  - pie charts
  - picture graphs
  - line graphs
  - bar charts.
- Surveys
  - questions
  - responses.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- Data is seen as an important part of our society and other societies throughout history.
- Collection of statistics allows us to make forecasts about attitudes and needs for the provision of services and goods such as schools, hospitals, transport, housing, etc. It also fulfils our need to compare and contrast "things" and satisfies our curiosity and need for information about our society.
- The use of these statistics in the media often serves another purpose, as data can be presented in such a way as to give us a distorted view of the statistics.
- The population of the earth is increasing at, for some, an alarming rate.
- The resources of the earth are not equally distributed among all people.
- Large numbers are often expressed in a shortened form to mislead or disguise the actual size of the total.

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Statistics as released by the ABS

Kits/Textbooks/etc

Goddard, R., Marr, B. & Martin, J. (1991). *Strength in Numbers*, Victoria: Eastern Metropolitan College of TAFE

Helme, S. & Marr, B. (1989). *Maths a New Beginning*, Victoria: State Training Board.

Helme, S. & Marr, B. (1990). *Breaking the Maths Barrier*, Victoria: Northern Metropolitan College of TAFE

Barin, L. (1990) *Everyday Maths*, NSW TAFE

This unit was developed by Anne McRae for the Certificate in Adult Foundation Education.

Budget

Unit Type

Numeracy

Context

Personal and Social Activity,
Further Education and Training

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LEARNING OUTCOMES

Major Focus

setting numeracy and literacy goals

Students can set and evaluate goals and strategies for developing numeracy and literacy skills.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

solving problems

Students can apply and evaluate problem-solving strategies for the development and achievement of individual and group goals.

Minor Focus

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials

NB. Assessment is always to core module purpose!

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Portfolio of work containing collection of graphs and statistics from news media, worked examples and analyses showing numeracy knowledge, skills and attitudes.
- Teacher observation
- Self assessment
- Individual and/or group presentation
- Learning journal

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.
- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.

- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Governments prepare complex budgets for expenditure of taxation revenue. (FSTD) Details are presented to Parliament and published in a Budget Report. (FSTD)
- Problem solving (FSTD)
  eg How would you distribute the funds? Which areas would be your priority? What criteria would you use? Why? How would you explain your budget to the voters? How would others view your budget?
- Estimating. (FSTD)
- Using a calculator. (FSTD)
- Whole numbers (FSTD)
  - large numbers.
- Operations using whole number (FSTD)
  - addition: by hand and calculator, up to three digits, up to three addends
  - subtraction: by hand and calculator, up to four digits, with carrying
  - multiplication: by hand and by calculator, multiplicands and multipliers to three digits
  - division: by hand and by calculator, dividers to two digits, dividends to five digits, even quotient and with remainders.
- Decimals (FSTD)
  - place value
  - order of size: by hand and calculator
  - rounding: to 1,2 and 3 decimal places
  - addition: by hand and calculator, to 3 decimal places
  - subtraction: by hand and calculator, to 3 decimal places

  - multiplication: by hand and calculator, decimals by whole number
  - multiplication: decimals by decimals, by calculator
  - division: by hand and calculator, decimals by whole number
  - division: decimals by decimals by calculator.
- Percentages (FSTD)
  - percentage as a ratio
  - finding percentage of a quantity
  - finding quantity as a percentage (D only)
  - finding percentage increase
  - finding percentage decrease.
- Fractions (FSTD)
  - halves, quarters, thirds, fifths, tenths, twelfths, fifteenths, sixteenths only
  - fractions as a ratio
  - equivalent fractions
  - addition (D only)
  - subtraction (D only)
  - multiplication by whole numbers and fractions (D only)
  - division by whole numbers only. (D only)
- Graphs and Statistics (FSTD)
  - reading information from graphs
  - horizontal axis
  - vertical axis
  - pie charts
  - bar graphs
  - line graphs
  - gathering statistics
  - plotting information on graphs.
- Mathematics modelling leading to algebra (D only)
  - simple formula
- Deficit/surplus. (FSTD)

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Teacher-led discussion on budgets based on the students' experiences in either a personal, household or small business context.
- Lead into discussion on government budgets exploring such questions as: How is money allocated? Who determines how much is devoted to which areas? What people can do to influence federal funding?
- Use everyday language for early discussion, lead into more precise mathematical terms.
- Teacher-led discussion on budgets on Federal level, using a variety of graphs and data about budget statistics to explore mathematics features of the representation and data.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stages F & S

Content

Teacher supplies budget reports, statistics, comments, graphs, letters to the editor, etc from various sources.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Language and discussion associated with Federal Government budget.
- Mathematics concepts to be explored by the students.
- Strategies for analysing the budget.
- Teachers lead individual, small group or whole class exploration, explanation and instruction of mathematics concepts and skills needed to analyse the budget.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Critical reading of graphs and data about budget statistics for the exploration of mathematics features of the representation and data.
- Students view a variety of graphs and data about budget statistics to explore the mathematics features of the representation and data.
- Students work in small groups, according to expertise, to explore mathematics concepts.
- Students, individually or in small groups, respond to a variety of questions about data.

- Teachers advise, assist and instruct students regarding mathematics concepts in budget context.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stages T & D

Content

Teacher supplies budget reports, statistics, comments, graphs, letters to the editor, etc from various sources.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Language and discussion associated with Federal Government budget.
- Critical reading of graphs and data about budget statistics for the exploration of mathematical features of the representation and data.
- Mathematics concepts to be explored by the students.
- Strategies for analysing the budget.
- Developing and presenting an alternative budget.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Students view a variety of graphs and data about budget statistics to explore the mathematics features of the representation and data.
- Students work individually or in small groups, to explore mathematics concepts.
- Teacher leads individual, small group or whole class exploration, explanation and instruction of mathematics concepts and skills needed to analyse the budget.
- Students, individually, or in small groups respond to a variety of questions about data.
- Teachers advise, assist and instruct students regarding mathematics concepts in budget context.
- Students work individually or in small groups to develop and present an alternative budget.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Graph
- Charts
- Newspapers
- Television reports
- Radio reports.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- Many governments have budgets to disperse taxes and provide services.
- The amount of money each ministry or service receives is dependent on a variety of factors which can range from the nearness of an election to the power of various lobby groups.
- Governments prepare complex budgets for expenditure of taxation revenue.
- The language used to describe budget details is complex but can be expressed in ordinary language.
- Details are presented to Parliament and published in a Budget Report.
- Budgets are placed under scrutiny by the economists and analysts and usually occupy the media for a period of time before and after the delivery of the budget.
- The opposition party/parties also comment on the budget.

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Newspaper articles

Kits/Textbooks/etc

Goddard, R., Marr, B. & Martin, J. (1991). *Strength in Numbers.* Victoria: Eastern Metropolitan College of TAFE

Helme, S. & Marr, B. (1989). *Maths a New Beginning.* Victoria: State Training Board.

Helme, S. & Marr, B. (1990). *Breaking the Maths Barrier.* Victoria: Northern Metropolitan College of TAFE

Barin, L. (1990) *Everyday Maths.* NSW TAFE

This unit was developed by Anne McRae for the Certificate in Adult Foundation Education.

Assertiveness

Unit Type

Literacy

Context

Work

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LEARNING OUTCOMES

Major Focus

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

Minor Focus

setting personal goals

Students can set and evaluate goals and strategies for themselves and their group/s.

presenting information and mathematical data in texts

Students can present information and mathematical data in written, graphic and spoken texts.

using language creatively

Students can creatively use, adapt and evaluate written and spoken language.

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

*NB. Assessment is always to core module purpose!

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Participation in classroom discussion/activities.
- Teacher observation of language as evidenced by increased confidence and use of terminology related to OH&S, EEO, Anti-Discrimination laws and assertiveness.
- Successful completion of cloze, comprehension and matching tasks.
- Accurate spelling of work-related vocabulary to do with awards, OH&S, EEO, Anti-Discrimination laws.
- Writing a letter of complaint.
- Completion of genre tasks eg personal writing (diary entries), recount, letter of complaint.

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - The content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.
- Cross-cultural and inter-cultural understandings:
- issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.

- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Identifying rights and obligations in the workplace.
- Identifying and defining types of unlawful discrimination.
- Recording information.
- Compiling factual information and repeating detail in a letter of complaint.
- Requesting information.
- Identifying key words and groups of words in texts.
- Language development/new vocabulary OH&S, Awards, EEO, Anti-Discrimination laws and assertiveness.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Video - rights and obligations of Employees re OH&S. Availability of information eg pamphlets . What does the word "assert" mean, especially as related to OH&S issues eg asserting right to earmuffs at TAFE where noisy conditions prevail?
- In general terms what are the rights and obligations of employees and the rights and obligations of employers?
- What is assertiveness? - standing up for rights - being able to say "No" when you want to say "No". Discussion of modelled assertive statements.
- What the Anti-Discrimination Act means. What EEO means. Discuss "Maslow's Hierarchy of Needs" and how Bill of Assertive Rights relates to these ideas after watching video.
- Compare and contrast assertiveness from both customers and service givers and occasions/situations when it is needed.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve allstudents. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stage F

Content

Video - *"Resolving Conflicts At Work" - English At Work series* - (workbook available with listening activities). Teacher-developed quiz to assess general understanding. Pamphlets containing Sections 15 & 20 of NSW OH&S Act (or any other state). Vocabulary exercise.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Using OHT teacher identify sections of OH&S pamphlet containing Act.
- Demonstrate ways of approaching the quiz, vocabulary exercise.
- Listening activities associated with the video.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- View video and do True/False type listening quiz for general understanding.
- Identification of key words eg 'responsibility', 'safety', etc on pamphlets.

- Vocabulary exercise, find-a-word, cloze or matching task.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review video and associated workbook activities with particular attention to usefulness, suitability, ease of access, etc. Make appropriate recommendations.
- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage S

Content

Copies of 2 awards (for Working Conditions, Payment etc) - available from Department of Industrial Relations, Employment, Training and Further Education (DIRETFE) as relevant to class (not cheap). Verbal assertive statements (with written copy), prepared by teacher.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Teacher models relevant features of one of the awards using OHT.
- Teacher models verbally assertive statement/s in answer to unreasonable/ unlawful request either from employer or fellow employee (written copy distributed).
- Models of a variety of requests/demands which students can use when practising assertive statements.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Identifying relevant and important features of awards.
- Students in pairs practise saying "No", I don't want to" - repeating as often as necessary if put under pressure by request. NB. If requests are simply inconvenient students may negotiate outcomes in an appropriately assertive manner eg "If you ... then I ...".

Teacher/s circulates assisting/advising/observing.

Reflect

- Review the use of legal documents (eg the awards) with particular attention to levels of difficulty, special language requirements and understanding, etc. Make recommendations.
- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage T

Content

Pamphlets/brochures on EEO/Anti-Discrimination Act. *"Bill of Assertive Rights"* from *Conflict Resolution Manual*. Video - *"Maslow's Hierarchy of Needs"* or summary of these needs.

Teacher supplies examples of potential discrimination in workplace eg a role play wherein interviewee is asked about marital status/number of children or other personal data such as sexual preference. Written case study of an infringement upon someone's rights. Written copies of "I" statements used in modelling exercise.

Plan

For the following planning and goal setting activities, teacher may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Teacher models assertive statements that interviewee could make in above role play situations.
- Teacher chooses one "Assertive Right" from Bill and, using Conflict Resolution model of "I" statement, models an "I" statement which responds to an infringement upon this right, in a work-related context (eg to be treated with respect by a fellow employee).

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- View video or read information about the needs covered in the video.
- Students practise simulated exercises making assertive statements.
- Students write own statements in answer to rights infringements in work-related contexts.

Teacher circulates assisting/advising/observing.

Reflect

- Review video and all brochures or pamphlets used with particular attention to usefulness, accessibility, special or technical language needs, etc. Make appropriate recommendations.
- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage D

Content

Video - *"Calming the Irate Customer"* or one of the other recommended videos. Taped information from Consumer Affairs - phone recorded message (See under Community Advisory Services-Yellow Pages). Model letter of complaint.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.

- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Video - reflective listening, open questions, clarifying questions, closed questions. Teacher could verbally model above techniques and/or distribute written examples.
- Model complaint letter stating problems, suggesting solutions and maintaining goodwill.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- View video, listen to taped information.
- Role play asserting rights as customer as informed by taped information.
- Using reflective listening, open questions, clarifying questions, closed questions and assertiveness.
- Students role play dealing with an unjustified complaint.
- Students write own effective letter of complaint.

Teacher circulates assisting/advising/observing.

Reflect

Review video/s and Consumer Affairs information with particular attention to usefulness, accessibility, use of technical language or jargon, etc. Make recommendations re use of this material.

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Brochures - OH&S, EEO, Anti-Discrimination.
- Awards (for Working Conditions, Pay, etc).
- Text books.
- Text from a manual.
- Vocabulary lists.
- Suitable models of spoken language eg assertive statements, procedural texts.
- Suitable models of written language eg recount/description as in complaint letter.

SOCIO-CULTURAL PERSPECTIVES

- Distinction between non-assertive and assertive behaviour
- Understanding of appropriate assertive language
- Knowledge of OH&S Act
- Knowledge of awards and where you can get them
- Knowledge of EEO and Anti-Discrimination legislation
- Understanding the importance of questions when problem solving
- Knowledge of availability of community service telephone advice and pre-recorded consumer advice.

SUGGESTED MATERIALS/RESOURCES

Everyday Resources

Resolving Conflicts - English At Work video series (with workbook)

Maslow's Hierarchy of Needs - video

Customer service - *Calming the Irate Customer* - video, *Handling Complaints* - video, *Questioning for Clarity* - video (series of 9 videos)

Keith, Penelope *The Art of Negotiation*

Conflict Resolution Skills Workshop on Video - 4 videos - AV 303.69

Business Communication - Strategies and Skills - Galvin, Prescott, Huseman 1992

Dwyer, J, 1993 *The Business Communication Handbook*

Conflict Resolution Manual - Conflict Resolution Network - Chatswood.

Conflict Resolution - Negotiation and Mediation - Shoshona Faire AV 303.69

Kits/Textbooks/etc

OH&S brochure (Hospitals/video Workcover Authority)

Awards - DIRETFE (Working Conditions, Pay etc.)
Other work related brochures from DIRETFE

EEO, Anti-Discrimination Board brochures

Pre-recorded phone information - Consumer Affairs

This unit was developed by Lynda Stuart-Muirk for the Certificate in Adult Foundation Education.

Making a Claim

Unit Type

Literacy

Context

Work

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LEARNING OUTCOMES

Major Focus

setting personal goals

Students can set and evaluate goals and strategies for themselves and their groups.

interacting with others and in groups

Students can interact in pairs and groups to engage in and evaluate the activities for developing and achieving individual and group goals.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

getting information and mathematical data from texts

Students can get and evaluate information and mathematical data from written, graphic and spoken texts.

presenting information and mathematical data in texts

Students can present information and mathematical data in written, graphic and spoken texts.

using language creatively

Students can creatively use, adapt and evaluate mathematics.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

Minor Focus

solving problems

Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

NB. Assessment is always to core module purpose!

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Participate in classroom discussion/activities.
- Teacher observation of language as evidenced by increased confidence and use of medical and legal language, use of strategies eg to use a dictionary, to fill in forms.
- Identify different sections of forms by demonstrating an understanding of instructions (oral and written).
- Transfer of information from personal experience or case study to workers' compensation claim form.
- Completion of form-filling tasks eg WorkCover form
  - as a form-filling exercise
  - as a demonstration of understanding about how to make a claim.
- Successful completion of cloze, comprehension, matching tasks related to eg human body, illness, injury, terms on the form.
- Accurate spelling of common and technical work-related vocabulary to do with form-filling and letter writing.
- Writing a letter of request, covering letter.
- Completion of genre tasks eg personal writing (diary entries), descriptive or narrative task, writing a letter of request to provide descriptive, accurate details about the nature of illness, injury, accident, etc.

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills, introducing and/or discussing technical language or terminology specific to the topic, spelling skills, technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data. The content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks. Gender issues about the uses of technology may need to be a part of classroom discussion. Everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.
- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.
- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes

- the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
- the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Identifying different types of injuries eg physical, mental.
- Identifying and defining type or nature of injury, illness eg electrical, machine related, industrial, sickness, disease, outside, inside, to or from work.
- Compiling factual information and repeating detail - retell descriptions, recounts.
- Language development, new vocabulary (dictionary, alphabet skills) - parts of body, illness, injury, etc.
- Using a medical dictionary, doctors' instructions, prescription and medicine labels.
- Introduction to workers' compensation forms and other related forms eg health fund and sick leave forms.
- Recording information.
- Requesting information, explanation, making enquiries about WorkCover, sick leave, workers' compensation, sickness benefits, injury and illness report form, etc, by telephone, writing a letter.
- Using a computer for writing tasks.
- Knowledge of some aspects of the patient/doctor discourse - in particular being able to interrupt and question effectively and appropriately.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- Discuss terms from brochures for details skim and scan WorkCover and WorkCover forms.
- Focus discussion on structure of the forms for the purpose of describing eg where the accident happened, what does 'on the way to work' really mean (legal implications)?
- Evaluate types and nature of illness, injury, accident, disease.
- Discussion of issues and information in resources. Class and small group discussion eg to build up field knowledge for areas of the WorkCover form, issues arising from case studies, videos, etc.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stages F & S

Content

Teacher supplies WorkCover, insurance and workers compensation brochures, forms, videos, case studies/accident reports and charts of human body.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Use the ideas and activities in this unit to assist with the planning of numeracy needs of students for further education and training.
- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Discussion about and writing for the tasks involved in filling in forms.
- Reading of charts and use of picture dictionary for discovering meaning.
- Reading of WorkCover and insurance brochures and forms.
- Reading of case studies.
- Writing of diary/journal etc.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals.

Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Reading -skim, scan WorkCover brochures and forms
  - read case studies/accident reports for context and issues included in filling out WorkCover and other insurance and compensation report forms.
- Complete form-filling exercises.

- Use of charts for study of human body. Picture dictionary activities eg matching words to diagram of human body.
- Use dictionaries and picture dictionaries to discover meanings.
- Teacher-directed activity - how to keep a written account eg diary, journal, work book notes of details of illness, accident, injury, disease.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stages T & D

Content

Teacher supplies WorkCover, insurance and workers compensation brochures, forms, videos, case studies, accident reports and charts of human body. Models of various letters concerning the topic.

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Modelling, discussion and writing of genres needed for form filling eg descriptive writing, report writing, recount of events. Understanding the use of technical language (eg comparison with everyday terms), comparison between formal and informal language/discrimination between similar terms/differences between technical and common sense language.
- Modelling, discussion and writing of letters eg requests for information from WorkCover and insurance companies, covering letters.
- Transfer of learning eg using vocabulary listed on WorkCover form in other contexts.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals.

Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Prepare drafts/final reports, letters, etc (use of word processor on computer).
- Reading -skim, scan WorkCover brochures and forms
  - read case studies/accident reports for context and issues included in filling out WorkCover and other insurance and compensation report forms.
- Complete form-filling exercises.
- Use dictionaries and picture dictionaries to discover meanings.
- Use of charts for study of human body. Picture dictionary activities eg matching words to diagram of human body.
- Teacher-directed activity - how to keep a written account eg diary, journal, work book, notes of details of illness, accident, injury, disease.

Teacher circulates assisting/advising/observing.

Reflect

- What has been learnt about illness/injury/accident/disease?
- Why is the medical knowledge important in this sort of form filling?
- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- WorkCover forms - authentic insurance, compensation forms, sick leave forms, medical claim forms, injury and illness report forms, statement of witness to injury forms, etc.
- WorkCover brochures and other general factual information.
- Charts of human body.
- Vocabulary lists, illness, injuries, etc.
- Suitable models of writing eg descriptive, report, recount.
- Suitable models of writing eg retell.
- Medicine labels, instructions.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- Distinction between oral and written traditions - official and unofficial texts.
- Importance of writing as evidence in court, eg forms, reports in writing.
- Understanding the Australian legal ethic.
- Legal and other technical language versus Plain English.
- Accuracy and attention to detail in form filling and diary entries.
- Frustration/anger in dealing with 'jargon'.
- Doctor/patient discourse - rights of the patient.
- Gender issues with work-related illness.
- Stereotypes associated with the insurance industry and workers compensation.
- Fraud.
- Your right to confidentiality.
- Ethics in use of private detectives in insurance industry.

SUGGESTED MATERIALS / RESOURCES

Everyday Resouces

Forms
Sick Leave
Workers' Compensation
Insurance
Medical claim
Sickness Benefits
Injury & Illness report
Statement of witness injury etc
Information Brochures
Videos eg *Gumshoe*
Case studies/accident reports
Model texts- description/report/narrative letters/diary entries
Anatomical charts
General dictionaries/medical dictionaries
Vocabulary lists of medical/legal technical language
Medical labels/medical instructions
Word processing program computer

Kits/Textbooks/etc

WorkCover & WorkSafe kits including forms

Contact:

WorkCover Authority of Australia
400 Kent Street
Sydney NSW 2000
Ph: 370 5000

WorkSafe Australia
National Occupational Health & Safety Commission
Parramatta Rd.
Camperdown

This unit was developed by Di Dell and John Treacy for the Certificate in Adult Foundation Education

Conflict Resolution

Unit Type

Literacy

Context

Work

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LEARNING OUTCOMES

Major Focus

setting personal goals

Students can set and evaluate goals and strategies for themselves and their group/s.

gathering information and mathematical data

Students can develop, use and evaluate strategies for acquiring information and mathematical data.

reflecting on learning

Students can reflect on prior experience and knowledge and evaluate processes and outcomes relevant to individual and group goals.

presenting information and mathematical data

Students can present information and mathematical data in written and spoken texts.

using language creatively

Students can creatively use, adapt and evaluate written and spoken language.

solving problems

Students can apply and evaluate problem solving strategies for the development and achievement of individual and group goals.

increasing confidence

Students can apply numeracy and literacy skills and knowledge with increased confidence.

increasing participation

Students can demonstrate increased participation in developing and achieving group goals.

making choices

Students can demonstrate increased knowledge of and ability to make choices about individual and group goals.

Minor Focus

interacting with others and in groups

Students can interact in pairs and in groups to engage in and evaluate the activities for developing and achieving individual and group goals.

performing procedures

Students can use, develop and evaluate spoken, graphic and written procedural texts.

using technology

Students can identify, use and evaluate the technology needed for the numeracy and literacy demands of individual and group goals.

SUGGESTIONS FOR STUDENT ASSESSMENT AND PROGRAM EVALUATION

Wherever possible use authentic materials for student assessment. Where this is not possible make sure simulated or teacher-developed materials conform as far as possible to authentic. Point out to students any variations from authenticity incorporated into simulated materials.

*NB. Assessment is always to core module purpose!

The following are suggestions for assessment tasks. It is not a definitive list. Choose those that you consider appropriate and/or useful as a guide for your students. Assessment can be teacher assessment, peer assessment or self assessment. It isn't necessary to assess every activity. The assessment should be appropriate for the stage at which you're doing the unit of work.

- Participation in class discussion and activities.
- Teacher observation of language as evidenced by increased confidence in use of appropriately assertive language.
- Identification of information regarding relevant communication courses.
- Scanning of telephone books for appropriate support organisations.
- Responding to ads or pamphlets for communication courses - spoken/written.
- Completion of quiz about video.
- Making spoken and written assertive statements.
- Mapping a conflict considering level, needs and concerns of both parties.
- Negotiating an agreed outcome for a given conflict situation.
- Personal writing - diary or journal.

LITERACY/NUMERACY: KNOWLEDGE, SKILLS AND ATTITUDES

There are knowledge, skills and attitudes which form part of any of these units of work. They may appear in slightly different forms in other sections of the units. A list of suggestions follows.

- Vocabulary development:
  - dictionary, thesaurus, index and glossary skills
  - introducing and/or discussing technical language or terminology specific to the topic
  - spelling skills
  - technical use of known words.
- Critical literacy and numeracy:
  - the content and format of various texts, text types, mathematical information and data
  - the content and construction of literacy and numeracy methodologies. The ability to critically evaluate their appropriateness in various circumstances. For example: How does the way text or mathematical data is presented affect my understanding of it? When and why should I conform to external standards for spelling, handwriting, mathematics, technology, logic, spoken and written grammar, etc?
- Use of technology:
  - introduction to and discussion about the use of 'standard' classroom technology which may involve familiarisation with, for example, rulers, protractors, different types of paper and writing implements for different tasks
  - gender issues about the uses of technology may need to be a part of classroom discussion
  - everyday and specialised equipment such as telephones, computers, automatic teller machines, overhead projectors, automatic ticketing machines, calculators, televisions, video-cassette recorders, cassette tape players/recorders, CD-ROM players, microfiche readers, etc are incorporated wherever necessary and possible.
- Cross-cultural and inter-cultural understandings:
  - issues of age, class, gender, race, sexuality, religion which may arise in activities associated with the unit.

- Metalanguages:
  - the language we use to talk about spoken and written language
  - the language we use to talk about mathematics and mathematical processes
  - the language we use to talk about learning, about why we learn, about how we learn, about how we reflect on learning, about how we evaluate what we have learned etc
  - the language we use to talk about thinking, about what and why we think, about how we think, about why we believe what we think.

The following knowledge, skills and attitudes are specific to this unit:

- Identification of open/closed questions and defining of their purposes.
- Identification of different behaviour styles.
- Establishment of empathy by responding to others by using reflective listening.
- Identification of situations as potential conflicts.
- Consideration of own and others' needs and concerns.
- Design of creative options.
- Negotiation of an agreed outcome.
- Language development - distinguishing between assertive, non-assertive and aggressive statements.
- Able to list vocabulary that describes emotions.

SUGGESTED CLASSROOM ACTIVITIES AND STRATEGIES

This section gives examples of activities and strategies that may be used with the class or group. The two ideas quite often overlap. An activity like 'discussion' may involve strategies such as pair work, whole class, teacher-led and student-led discussion. 'Joint construction of text' may be used as a writing activity and include strategies such as whole-class, on-the-board text development or small-group text drafting. The inclusion of an activity in any stage does not imply that it is inappropriate for the following stages. Teachers may find it very useful to use activities from a previous stage as a form of revision or introduction.

All Stages

The following could be used as the basis for whole class discussion.

- What is conflict? Signs and stages.
- Why do we have conflict on the job?
- Consider different behavioural styles - task oriented/people oriented etc.
- Role of expectations - stereotypes/cultural expectations eg body language differences.
- Importance of realising there are often many ways of seeing the same thing. Our perception of something may not be the same as another's.
- Notion of conflict as a positive opportunity for change.
- How can we improve our communication skills at work?
- Focus on giving clear instructions and active listening as ways of avoiding conflict.
- Stress value of clarifying questions - how? what? why? when? where? who?
- Distinguish between open and closed questions - appropriateness of each.
- Where can we learn more? Discuss identified learning centres.
- Differences between
  - standing up for your rights or not, reasons and consequences of both
  - making clear, calm statements about rights or feelings when they have been violated and making aggressive, sometimes abusive statements in response to violation of rights
- Reasons for and consequences of the differences.

Whole class discussion should not be limited by the students' repertoire of formal literacy and numeracy skills. This discussion should take place at each stage and should involve all students. Group work, teacher modelling and other activities should be additional to this discussion and may be different for each stage.

Stage F

Content

Words from part of McDonald's work description which read "no fighting or swearing on the job", 'Behavioural Style' exercise from the Conflict Resolution Manual from the Conflict Resolution Network. Exercise on assumptions or expectations eg magazine pictures of people without profile and labels such as "lazy". Perception exercises - eg optical illusions from *Common Ground* - Sadler and Tucker, and riddles. Video: *Why is Communication so Important Today?*

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Teacher models optical illusions and riddles.
- Model various expectations set up by pictures, illusions.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Behavioural style exercise from Conflict Resolution Manual.
- Labelling of magazine pictures to explore expectations.
- Perception tasks eg optical illusions and riddles/done in pairs and small groups.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage S

Content

Video about communication (NB: good ones are hard to find), pamphlets advertising communication courses, newspaper ads for courses to improve communication skills, Community College and TAFE handbooks, phone books and any other relevant publications. Written/spoken open and closed questions. Reflective listening exercises, controlled cloze. Reflective listening, spoken exercise. Video: *Why is Communication so Important Today?*

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.

- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Clarifying questions - eg ask students to think of "breakfast list" and ask questions to clarify items. Open/closed questions (spoken and written).
- Reflective listening eg spoken - students tell of minor negative experience in last few days such as missing bus - teacher reflects back feelings and content. Written - "I missed the bus this morning"- "So you feel annoyed about missing the bus?"; "Someone took my calculator yesterday"- "So you feel disappointed because your calculator was stolen?"; "I had a big argument with my sister this morning" - "So you're feeling pretty down about it now?"

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Communication Exercises
  - Chinese Whispers
  - giving instructions for unseen drawings
  - listening and asking questions to gain information eg to clarify items needed by workmates in a shopping list for lunch - white/brown bread, ordinary/ low-fat pie, ordinary/diet 'Coke' etc.
  - establishing empathy through reflective listening (try to reflect back both feelings and content).
- Pair work where each student takes a turn at describing an unpleasant work/ work training incident and the other tries to respond using reflective listening techniques.

- Students identify information in supplied materials regarding communication courses available through health centres, hospitals, community colleges, TAFE, Conflict Resolution Network workshops, Conflict Resolution community based projects, other organisations eg Quakers Alternatives to Violence workshops.

Teacher/s circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage T

Content

Video on assertiveness. Quiz on video for assessment of general understanding. List of words to describe emotions. "I" statements - written and spoken models. Non-assertive, assertive and aggressive statements about the same matter. Case studies of conflicts. Video: *Why is Communication so Important Today?*

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Using OHT teacher models "I" statements (assertive, free from blame).
- Using OHT or board model type of questions and answers which appear in the quiz.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- View video, completion of quiz on video.
- Make lists of words that describe feelings - negative and positive.
- Completion of cloze "I" statements.
- Distinguish between assertive statements free from blame and those not free from blame.
- Using vocabulary from "emotions" list students make up their own written and spoken
- "I" statements which are free from blame in response to given conflict situations.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

Stage D

Content

Video on negotiation (*"Negotiation and Mediation"* - Conflict Resolution Network kit). Sections from Conflict Resolution Manual - Conflict Resolution Network (topics covered from manual are Win - Win, Mapping the Conflict, Designing Options and Negotiation - especially 30 second opener). Written conflict scenario. Video: *Why is Communication so Important Today?*

Plan

For the following planning and goal setting activities, teachers may need to provide a variety of possibilities and encourage contributions from the group.

- Discuss teaching and learning styles.
- Negotiate group organisation.
- Negotiate assessment methods and events to be used in the unit. Provide timetables if required.
- Negotiate with individuals, pairs, small groups, whole group, major activities to be undertaken in course of unit. Try to set timetable/s for negotiated activities.
- Renegotiate any of the above as necessary.
- This should all be done sensitively with privacy of students respected.

Model

The following modelling activities are only representative. The literacy and numeracy which are modelled will depend on student needs and goals, and classroom negotiation.

- Win - Win Situation eg orange used 2 ways so there is no loser.
- Mapping a conflict using OHT or board.
- Designing options for mapped conflict.
- Opening a negotiation showing a benefit to the other person.

Act

The activities listed below are representative and should be regarded as samples only. The activities undertaken by a group will depend on negotiation based on student

needs and goals. Teacher negotiates with students to work individually, in pairs or small groups as appropriate.

- Mapping a conflict, as a whole class exercise.
- Students map one of their own conflicts preferably from a workplace situation - in pairs or individually
- Students simulate a negotiation in response to a given situation in the workplace or work-skills training context.

Teacher circulates assisting/advising/observing.

Reflect

- Review purpose and process of classroom activities at regular intervals and criticise, discuss, amend, or abandon as appropriate.
- Review classroom procedures for groupings, negotiation, planning, goal-setting.
- Evaluate the work done in the unit considering usefulness, appropriateness, methods and processes.
- Make recommendations to Head of Section about possible amendments to the unit for future users in your section.

SPOKEN AND WRITTEN TEXTS AND TEXT TYPES REPRESENTED IN THIS UNIT

- Negotiation
- Procedural texts
- Suitable models of spoken communication - description, recount, assertive statements and questioning
- Suitable models of written communication -"I" statements
- Case studies
- Brochures and advertisements
- Telephone book listings
- Dialogue
- Vocabulary lists
- TAFE/College handbooks
- Conflict maps.

SOCIO-CULTURAL PERSPECTIVES TO CONSIDER

- De-mystifying the communication process.
- Awareness of different reasons for behaviour eg perceptions, behavioural style.
- Awareness that conflict is inevitable and provides opportunity for change.
- Knowledge of communication workshop centres.
- Understanding of the role and importance of questioning techniques in the communication process - (as appropriate to culture).
- Awareness of the importance of appropriate assertiveness.
- Significance of Win - Win in negotiating conflict situations.
- Understanding that options do not have to be compromises.
- Awareness of aggression as a complicating factor rather than solution in conflict.

SUGGESTED MATERIALS/RESOURCES

Everyday Resources	Kits/Textbooks/etc
Newspapers - ads for communication	Conflict Resolution Manual - The Conflic Resolution Network Ph: 02 419 8500
Brochures - health centres/ hospitals	*Negotiation & Mediation* - Shoshona Faire - AV 303.69 - Conflict Resolution Network - Video & kit
T V	*Alternatives to Violence* - Workshops 02 449 8415
Radio	Communication at Work - video series *(Improving Communication At Work)* Customer Service *Questioning for Clarity* - video
	The Art of Two Way Communication - video
	Better Communication - (adolescents) video
	Working with Assertiveness - video - "D" group only
	The Art of Negotiation - video
	Assertiveness - video
	Common Ground - Sadler & Tucker
	Dwyer, J *The Business Communication Handbook*
	Wall, D *Communication*
	Conflict Resolution Skills Workshop on Video (CR Network) 4 videos - AV 303.69

This unit was developed by Lynda Stuart-Muirk for the Certificate in Adult Foundation Education